MSC₀E NONCOMMISSIONED OFFICER ACADEMY

MILITARY POLICE ALC

STUDENT EVALUATION PLAN

Approving Official:		
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Approved/Disapproved	OTPLI	
Date	Director of Training	

${\bf MSCoE\ NONCOMMISSIONED\ OFFICERS\ ACADEMY}$

Military Police Advanced Leaders Course Student Evaluation Plan

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	Deputy Director of Training				
Approve/Disapprove	Date				
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MSCoE NONCOMMISSIONED OFFICERS ACADEMY Military Police Advanced Leaders Course Student Evaluation Plan

1. General:

- a. **Purpose:** The primary purpose of the Noncommissioned Officers Academy (NCOA) Student Evaluation Plan (SEP) is to inform Advanced Leaders Course (ALC) students of the requirements and procedures for course completion. It also informs ALC students of the methods used to evaluate them during the course.
- b. **Scope:** This student evaluation plan applies to all personnel assigned to the Military Police Advanced Leaders Course. The Course Chief has the responsibility for all students while assigned to the course.

c. Staff/Faculty/Command Responsibilities:

- (1) The Commanding General of the US Army Maneuver and Support Center of Excellence, and Fort Leonard Wood, (MSCoE & FLW) is the General Courts-Martial convening authority for ALC students.
- (2) The Commander, United States Army Garrison, is the Special Courts-Martial convening authority for ALC students.
- (3) The Commander, 43rd AG Battalion, Fort Leonard Wood is the Summary Courts-Martial convening authority for ALC students.
- (4) The Commandant, Noncommissioned Officers Academy (CMDT, NCOA) provides command and control over ALC students.

(5) **Course Chief** (1SG) will:

- (a) Administer the weight control program, IAW AR 600-9.
- (b) Provide professional development, counseling, and assistance to students as necessary.
- (c) Supervise the activities of the noncommissioned officers assigned as Senior/Small Group Leaders.
- (d) Exercise overall responsibility for the conduct, scheduling, and administration of the Military Police Advanced Leaders Course.

- (e) Serves as the senior counselor and academic advisor to ALC students.
- (f) Coordinates with and makes recommendations to the MSCoE NCOA Commandant.

(6) Senior Small Group Leader (SSGL) will:

- (a) Be the primary training coordinator for training aids, devices, instructors, ranges, terrain, and equipment for their respective class.
- (b) Provide professional and personal development to Small Group Leaders and their students.
 - (c) Serve as the senior advisor and counselor for their respective classes.
- (d) Make recommendations to the Course Chief regarding leaves, passes, and excused absences for assigned students.
- (e) Make recommendations to the Course Chief regarding legal and administrative actions concerning assigned ALC students.

(7) **Small Group Leaders** (SGL) will:

- (a) Counsel students regarding academic responsibilities and performance throughout the course.
 - (b) Serve as the primary trainers for ALC students.
 - (c) Evaluate student performance IAW the SEP.
- (d) Make recommendations to SSGL regarding leaves, passes, and excused absences for assigned students.
- (e) Make recommendations to the SSGL regarding legal and administrative actions concerning assigned ALC students.
- (f) The duty SGL will be responsible for the day-to-day command, control, and daily operation of the class.

d. Student Responsibilities:

- (1) Be properly prepared for training and complete all classroom and homework assignments on time.
 - (2) Meet or exceed all course graduation requirements as outlined in ANNEX B.

- (3) Completely refrain from conduct, both on and off duty, which is immoral, illegal, unethical, or likely to bring discredit upon the Army.
- (4) Understand and comply with the guidelines set forth in this SEP, SOPs, Army Regulations and Fort Leonard Wood regulations.
 - (5) Maintain high standards of appearance, bearing, and professionalism.
- e. **Chain of Command**. Students attending ALC operate under a single chain of command. The chain of command is responsible for:
 - (1) Individual issues involving medical, dental, personnel, finance, and travel.
 - (2) Student in/out-processing.
 - (3) UCMJ actions.
 - (4) Academic and non-academic Student Status Reviews.
 - (5) Execution of the course IAW the approved Program(s) of Instruction (POI).
 - (6) Issues involving course instructors.
 - (7) Issues/problems concerning course content, scheduling, and classroom instruction.
 - (8) Ensuring students fully understand course standards prior to the start of ALC.
- **2. Student Evaluations Procedures.** ALC students are evaluated in four primary areas while attending the course. The results of the evaluations are reported IAW AR 623-1 and recorded on DA Form 1059, Academic Evaluation Report (AER). Mandatory comments on the AER are explained in AR 623-3. See ANNEX D. Evaluated areas on the AER include:

a. Performance summary - Block 11:

(1) The NCOA student evaluation system is a process of assessing each student using the "Total Soldier" concept. It is both an objective and subjective process arrived at by examinations, observations, comparisons and analysis. It involves input from the Course Chief, Senior/Small Group Leaders and any instructors who teach any portion of the Program of Instruction. Performance-oriented evaluations are based on a "GO/NO-GO" concept. A "GO" rating indicates the student demonstrated competency in the evaluated skill and met minimum established standard. Written examinations are graded on an academic average with 70% being the minimum score attainable to receive a "GO".

b. Demonstrated abilities - Block 12:

- (1) Written communication Not evaluated.
- (2) Oral Communication Evaluation is based on an overall assessment of the student's ability to communicate during student and SGL led instruction, group and individual formal and informal briefings, and any interaction with peers and superiors throughout the course.
- (3) Leadership skills Evaluation is based on an overall assessment of the student demonstrating leadership competency based on the Army's Leadership Framework and Core Leader Competencies throughout the entire course.
- (4) Contribution to Group Work Evaluation is based on an overall assessment of the student's level of participation in classroom discussion, rehearsals, and projects throughout the course.
- (5) Research Ability Evaluation is based on an overall assessment of the student's ability to effectively research material for student-led instruction, written and oral presentations and assignments, and written examinations.
- **3.** Counseling. Small Group Leaders are the primary counselors for ALC students. Each student will, at a minimum, receive the following counseling's by their SGL:
- a. Reception and Integration (R&I) counseling explaining graduation requirements and administrative policies and procedures the student will be required to achieve in order to successfully complete this course. The student will write down the goals they seek to achieve during the course in the Plan of Action block of the DA FM 4856.
- b. Developmental Leadership Assessment (DLA) will be done at Mid-Course. The student will be prepared to discuss their strengths and weaknesses on Oral Communication, Leadership Ability, Group Work and Research Ability, the four evaluated areas on the AER, and assess their goals developed in the R&I counseling. The student will be required to write down a Plan of Action to maintain or improve the four areas discussed.
- c. Developmental Leadership Assessment (DLA) at End-Course will be done in conjunction with DA Form 1059 review. Again, the student will discuss their strengths and weaknesses of the four evaluated areas on the AER and assess their mid-course Plan of Action. The goal of this counseling is to develop a final Plan of Action focused on the leadership competencies the student will be able to continue to implement and improve upon after returning to their unit.
- d. Event-Oriented counseling(s) can be given throughout the course based on positive or negative performance deemed appropriate by the SGL or other member(s) of the NCOA Chain of Command. Students who receive an adverse counseling will not be eligible for any course

honors and it may impact the final rating of any of the four evaluated areas on the AER.

4. Examination Procedures:

- a. ANNEX A outlines all evaluations conducted throughout the course.
- b. Performance-oriented examinations will be evaluated by a SGL at the time, place, and date indicated on the training schedule. Students will be counseled on whether they received a "GO/NO-GO" usually within the same day. The SGL will discuss the strengths and weaknesses of the student's performance with each student and develop a plan of action for continued improvement.
- c. Graded examinations will be administered by a SGL at the time, place, and date indicated on the training schedule. A mandatory after action review (AAR) will be conducted immediately following each examination. Student must score a minimum of 70% on each examination to receive a "GO".
- d. If a student fails to take an examination or retest at the scheduled time they will be a test failure. Only an excused absence or unforeseen emergency will be considered for rescheduling of the examination. The Course Chief will determine the validity of the emergency.
 - e. ANNEX D outlines procedures for student reclamas.
 - f. Examination failures and retests:
- (1) Any student who fails a written examination will be counseled in writing by their SGL. This is an adverse counseling. The counseling will concentrate on the specific Enabling Learning Objective(s) (ELO) where the student missed questions. A one hour mandatory study hall will be conducted prior to the retest. A peer instructor will be used to assist during study hall. A SGL will be available to answer questions regarding the concepts evaluated and provide feedback on research techniques. Following the mandatory study hall, preparation is the student's responsibility.
- (2) Only one retest of each examination is authorized. The retesting will be conducted on the next academic day. An alternate version of the examination will be given. Failure of the retest will result in referral to the Course Chief for a Student Status Review and consideration for disenrollment from the course.
- (3) Peer instructors will be selected based on demonstrated abilities and academic achievement. Peer instructors will be counseled in writing. This is NOT an adverse counseling. Peer instructors assist the student during the remedial training, but overall supervision and technical assistance will come from the SGL.

5. Standards of Conduct:

- a. Students may be dismissed from the course prior to graduation for failure to maintain academic standards, standards of conduct, and living up to the Army Values throughout the course. This includes, but is not limited to:
- (1) Disciplinary reasons including any violation of the Army Values or Honor Code, being late to announced formations or training, or an unexcused absence from a training event.
- (2) Lack of motivation as demonstrated by apathy, failure to participate in class projects, unacceptable personal appearance, unsanitary habits, falling out of ability group runs, or any other lack of concern/general effort regarding professional development.
- (3) Violations of the UCMJ, Civilian Law (state & federal statues), AR 27-10 or MSCoE NCOA policies, standards and directives.

6. Course Disenrollment Actions:

- **a. Student Dismissal** (IAW AR 350-1, paragraph 3-14). Under certain conditions, students may be dismissed from the course before course completion. To protect students from unfair, illegal, or prejudicial practices, the NCOA Commandant will publish policies and establish procedures to determine if students should be dismissed from training.
 - (1) Students may be considered for dismissal from the course for the following reasons:
- (a) A student violates regulations, policies, honor code or established standards of conduct. No formal adjudication of guilt by a military or civilian court or by a commander under Article 15 of the Uniform Code of Military Justice (UCMJ) is necessary to support a dismissal under this paragraph.
- (b) Negative attitude or lack of motivation that is prejudicial to the interests of other students in the class.
- (c) Academic deficiencies or lack of academic progress that make it unlikely the student can successfully meet standards established for graduation.
- (d) Failure to meet current TRADOC/Army regulatory guidance concerning NCOES attendance.
- (e) Illness or injury (as determined by a physician), or added physical profile limitation(s).
 - (f) Compassionate reasons.
- (2) The following procedures apply in cases where dismissal is considered for motivational, disciplinary, or academic reasons:
 - (a) The Course Chief will notify the student in writing of the proposed action, the

basis for the action, the consequences of disenrollment, and the right to appeal. The Course Chief will advise the student that any appeal must be submitted within seven duty days after receipt of the written notification of the dismissal action. Appeals will be submitted to the NCOA Commandant.

- (b) The student will acknowledge receipt by endorsement within two duty days after receiving the written notification of dismissal action. The endorsement must indicate whether or not the student intends to appeal the dismissal action.
- (1) Appeals will be forwarded to the NCOA Commandant who will refer the proposed action and the appeal to the Office of the Staff Judge Advocate (OSJA) to determine legal sufficiency of the dismissal decision. All appellate actions will be part of the student's case file. The NCOA Commandant will make a final decision of dismissal after considering the supporting OSJA recommendation. In cases where an OSJA judge advocate or legal guidance is not available, the NCOA Commandant will forward appeals to the commander who has General Court Martial Convening Authority (GCMCA) for review and final decision.
- (2) Students who elect to appeal will remain actively enrolled in the course pending disposition of their appeal.
- (c) Dismissals for misconduct, lack of motivation, academic/performance deficiency, or emergency situations will be recorded on the individual AER, if applicable, in accordance with AR 623-3.
- (1) IAW AR 600-8-2, the personnel records of enlisted Soldiers disenrolled for disciplinary reasons may be flagged. Enlisted Soldiers disenrolled for misconduct may be barred from reenlistment IAW AR 601-280 and AR 140-111. Commanders may initiate separation proceedings IAW AR 635-200, AR 600-8-24, and AR 135-178.
- (2) Disenrollment for illness, injury, compassionate transfer, or other reasons beyond the control of the individual will be made without prejudice. The NCOA Commandant will provide a written statement to the student's unit or organization stating the reason for termination and that the student will be eligible to re-enroll as soon as the conditions that led to disenrollment no longer exist.
- (3) Soldiers dismissed for failure to meet current TRADOC/Army regulatory guidance concerning NCOES attendance may not re-enter the course for a period of six months from the date of the dismissal or enrollment denial.
- (d) Soldiers eliminated from NCOES who later re-enroll must take the complete course.
- (e) Students dismissed from training for academic deficiency may be considered by their chain of command for retraining in their present occupational specialty or training for reclassification into another occupational specialty.

- (3) The NCOA Commandant will ensure student records are complete and that audit trails for all personnel actions are maintained.
- (a) Active Duty. The NCOA Commandant will report all active duty Army NCO dismissals and enrollment denials to CG, HRC, and IAW AR 350-1. Upon completion of the DA Form1059, the Commandant will forward a copy electronically to the NCOES Branch, HRC.
- (1) TDY and Return: The student will be immediately returned to his / her unit of assignment. The NCOA Commandant will immediately send a memorandum to the student's unit commander, which addresses the denied enrollment. The unit commander will be responsible for initiating actions, which may include flagging and removing the student from HQDA selection lists and local order of merit lists (OMLs) as applicable.
- (2) TDY Enroute: The student will be attached to the installation pending clarification of assignment instructions for follow-on assignment. The NCOA Commandant will notify HRC of the student's ineligibility for schooling and request clarification of assignment instructions. The gaining unit commander will be responsible for initiating actions which may include flagging and removing the student from HQDA selection lists and local OMLs as applicable.
- (3) PCS: The NCOA Commandant will notify HRC of the student's ineligibility for schooling and request assignment instructions. The student will be attached to the installation pending assignment instructions. The NCOA Commandant is responsible for initiating actions including flagging and removing the student from HQDA selection lists.

(b) Army National Guard.

- (1) TDY and Return: AGR Soldiers in a TDY and Return status will return to their home station (32 USC 502 and 10 USC 267(d)). The Commandant will forward a memorandum addressing all 32 USC 502 Soldiers enrollment denial or non-academic dismissal to the Adjutant General of the State concerned. The Commandant will forward a memorandum for 10 USC 265 and 10 USC 3303 AGR Soldiers to the Chief, National Guard Bureau, ATTN: NGB-ARZ-T.
- (2) TDY Enroute: Title 32 AGR Soldiers will be immediately returned to their home station. The Commandant will forward a memorandum addressing enrollment denial or non-academic dismissal to the Adjutant General of the State concerned. ARNG Title 10 Soldiers will be sent to their next permanent duty station. A memorandum will be forwarded to Chief, National Guard Bureau, ATTN: NGB-ARP-T.
- (3) PCS: Title 32 Soldiers will be returned immediately to home station. The Commandant will forward a memorandum addressing enrollment denial or non-academic dismissal to the Adjutant General of the State concerned. Title 10 Soldiers will be attached to the Office of the Senior ARNG Advisor at the installation pending assignment instructions from NGB-ARZ-T.

- (c) U.S. Army Reserve Soldiers.
- (1) TDY and Return: All Soldiers in a TDY and Return status will be returned to home station. For USAR Title 10 AGR Soldiers, the Commandant will forward a memorandum addressing enrollment denial or non-academic dismissal to Commander, HRC St Louis, ATTN: HRC-ARE, and the first general officer in the Soldier's chain of command. For USAR Troop Program Unit Soldiers, the Commandant will forward a memorandum to the first general officer in the Soldier's chain of command. For Individual Ready Reserve (IRR) and Individual Mobilization Augmentees (IMAs), a memorandum will be forwarded to the Commander, HRC St Louis, HRC-EP.
- (2) TDY Enroute: Title 10 AGR Soldiers will proceed to their next permanent duty station. The Commandant will forward a memorandum to Commander, HRC-St Louis, ATTN: AHRC-ARE and immediately notify the Soldier's gaining organization.
- (3) PCS: The Commandant will immediately report Soldiers in a PCS status who are denied enrollment to the Commander, HRC-St Louis, AHRC-ARE, as available for assignment. Soldiers will be attached to the Office of the Senior USAR Advisor at the installation pending receipt of assignment instructions.

b. Student Absences:

- (1) The Course Chief may grant emergency leave/absence for medical consultations.
- (2) The Course Chief will determine the most appropriate administrative format to cover legal absences (pass, leave, permissive TDY, etc.).
- (3) All hours a student misses will be tracked by their SGL. No student will miss more than eight hours of training without prior permission from the Course Chief.
- **7. Awards Program.** Course honors are earned by dedicated, professional leaders who strive for excellence on a daily basis. An honor will not be given unless a Soldier meets all criteria listed. Any student who receives a "NO-GO" or adverse counseling for any reason, will no longer be eligible for course honors.

a. Sergeant Michael A. Grieve Excellence in Leadership Award.

- (1) The student with the most significant leadership skills, ability, knowledge, overall military appearance, encompassing the "Total Soldier Concept", and meeting all criteria listed below will be selected as the Sergeant Michael A. Grieve Excellence in Leadership Award recipient.
- (2) A leadership board is held during the final week of the course to select the Sergeant Michael A. Grieve Excellence in Leadership Award recipient. Each small group will nominate a representative to appear in front of the board. The student must meet the below-listed criteria:

- (a) Receive a first time "GO" on all written examinations and performance evaluations.
 - (b) Receive NO adverse counseling for misconduct/negligent or derelict performance.
- (c) Receive "Superior" ratings in at least three ratings in block 12 of the DA Form 1059 (one of which must be Item 12c, Leadership Ability).
- (d) The student must have demonstrated dynamic leadership abilities throughout the course. The SGL will use the Developmental Leadership Assessments, personal analysis, and comparison of evaluations to support their decisions. The Course Chief has overall discretion if there is a tie.
- (3) A board memorandum will be provided to the eligible students one week prior to the board outlining the standards.
- (4) A total score based on the following will select the winner of the Sergeant Michael A. Grieve Excellence in Leadership Award:
 - (a) Board results.
 - (b) Overall academic grade point average.
- (5) The winner will be placed on the Commandant's List, and will receive special recognition from the MSCoE NCOA Commandant, the Regimental Commandant, and Regimental Command Sergeant Major during graduation. The student will lead the class in reciting the "Creed of the Noncommissioned Officer" during the graduation ceremony.

b. SSG Shane M. Koele Distinguished Honor Graduate.

- (1) The student that displayed the highest level of academic excellence and met the following requirements will be selected as the SSG Shane M. Koele Distinguished Honor Graduate.
- (a) Receive "Superior" ratings in all four evaluated areas in block 12 of the DA Form 1059.
 - (b) Student must have an academic grade point average of 90.00% or above.
- (c) Receive a first time "GO" on all written examinations and performance evaluations.
 - (d) Received NO adverse counseling for misconduct/negligent performance.
 - (e) Student must receive a first time "GO" on the APFA.

- (f) The Course Chief has overall discretion if there is a tie.
- (2) The winner will receive special recognition during graduation from the MSCoE NCOA Commandant, the Regimental Commandant, and Regimental Command Sergeant Major.
- **c.** Commandant's Inspection Award Recipient: During the course, an inspection will be conducted, in Class A uniform, by the Commandant or his designated representative. The Commandant will select the best overall soldier based on that soldier's appearance and general knowledge. The recipient will receive special recognition and a Commandant's Coin of Excellence at graduation. The soldier cannot have received any negative, adverse or derogatory counseling throughout Phase II. In the event of a tie, a board will be held by the 1SG to decide the winner.
- **d.** Commandant's List / Top 20%: This rating will be limited to no more than 20% of each CMF in the course. To receive this rating students must:
- (1) Have an academic grade point average of 90.00% or above. NOTE: The SGT Michael A. Grieve Leadership Award recipient will automatically be placed on the Commandant's List.
- (2) Receive a first time "GO" on all written examinations and all other performance evaluations.
 - (3) Received NO adverse counseling for misconduct/negligent performance.
- (4) Receive "Superior" ratings in at least three ratings in block 12 of the DA Form 1059 (one of which must be Item 12c, Leadership Ability).
- (5) The student must have demonstrated strong leadership abilities throughout the course. The SGL will use the Developmental Leadership Assessments and analysis and comparison of evaluations to support their decision.
 - (6) The Course Chief has overall discretion for all graduation honors and related matters.

ANNEX A

EVALUATIONS

1. Examinations:

a. 31B Exams:

CMF 31B/D/E Written Examination #1	191-3010
CMF 31B Written Examination #2	191-3020
CMF 31B Law Examination	191-3040

b. 31D Exams:

CMF 31B/D/E Written Examination #1	191-3010
CMF 31D Investigations Examination	191-3210
CMF 31D Evidence Procedures Examination	191-3220

c. 31E Exams:

CMF 31B/D/E Written Examination #1	191-3010
CMF 31E Written Examination #2	191-3120
CMF 31E Corrections Examination	191-3110

2. Performance Oriented Evaluations:

- a. **Formal Evaluations**. Students will be required to demonstrate their skills and abilities on specific tasks presented. They will receive a "GO /NO-GO." Students will be evaluated on the following tasks:
 - (1) Leadership position in garrison environment.
- (2) Leadership position in a tactical environment using common leader combat skills to include issuing an oral operations order.
 - (3) Conduct Small Group Instruction.
 - (4) Military Briefing.
 - (7) Meet current TRADOC/Army regulatory guidance concerning AR 600-9.
- b. **Informal Evaluations.** Students will be provided other opportunities to demonstrate their leadership skills and ability to interact with others. This is a subjective analysis based on one's individual performance. This includes, but is not limited to:
 - (1) Commandant's inspection.

- (2) Packing list inventory.
- (3) Cadre led room inspection.
- (4) Recite the NCO Creed, Soldier's Creed, and sing the Regimental March and the Army Song.
- (5) Participate in a class project enhancing the community environment in/around Fort Leonard Wood.
 - (6) Conduct research or perform additional tasks as directed by the Small Group Leader.

3. Developmental Leadership Assessment (DLA):

- a. SGLs will counsel each student on their performance using the DLA at mid-course and at end of course. Students will be provided a copy of their counseling.
- b. The four areas evaluated on the DA FM 1059, Academic Evaluation Report (AER): Oral Communication, Leadership Ability, Contribution to Group Work, and Research Ability will be discussed using "sustain" and "improves".
- c. Students will bring a self-assessment ("sustain"/ "improves") to the counseling session for each area listed above. Both the student and SGL will then develop a plan of action.

4. Peer Feedback:

- a. Although this is not a graduation requirement, receiving informal feedback from your peers is beneficial to a leader's overall self-development. In the form of an AAR, students will provide a honest, professional assessment of their peer's leadership abilities.
- b. Peer evaluations will be completed in each small group at the end of the course. Students will provide a minimum of one "sustain" and one "improve" for each of their peers focusing on their overall leadership ability.
- c. The SGL will determine whether the assessment is verbal or written and will ensure all comments are honest and professional.

ANNEX B

GRADUATION REQUIREMENTS

Graduation is determined by a student's ability to successfully complete all course requirements as stated in this Student Evaluation Plan. To successfully complete the Military Police Advanced Leaders Course, the student must:

- a. Pass all examinations with a minimum of 70 percent.
- b. Pass all performance-oriented evaluations. Students can graduate without an overall "GO" on performance-oriented evaluations; they will graduate with "Marginally Achieved Course Standards."
- c. Demonstrate leadership skills and ability while in both garrison and field leadership positions and throughout the course. This includes the ability to incorporate and demonstrate the areas outlined in the Army Leadership Framework and the Core Leader Competencies.

ANNEX C

STUDENT RECLAMA

- 1. **Purpose:** This policy establishes uniform procedures for grade reclama actions by students enrolled in MP ALC.
- 2. **Procedure:** Reclama actions will occur only after test item analysis and the examination critique. A professionally conducted test item analysis and critique can significantly reduce or eliminate reclama actions. The SGL may be able to identify problem questions during test item analysis and request corrective action. The SGL uses the test item analysis to identify possible instructional omissions or other related problem areas. Critiques should resolve any mistakes or student questions. Other forms of scoring exceptions are discussed at the end of this annex. For reclamas, students must comply with the following procedures:
- a. A reclama may be either typed or written and submitted to a SGL by a student or a class for any of the following reasons:
 - (1) The test question is not worded correctly (to include the situation).
 - (2) There are multiple or no correct answers.
- (3) There is conflicting instruction or doctrine (e.g., two different instructors give different forms to record data and there is only one correct form, or the FM is different from the instruction and the instructor does not point out the difference).
- b. All reclamas should clearly state the issue, justify the arguments and clearly identify supporting documents (e.g., class handouts, regulations and other appropriate publications). The reclama must be submitted to the SGL within two academic days of the critique.
 - c. Upon receipt of the reclama, the SGL will:
 - (1) Obtain the exact text of the question(s) involved and attach the text to the reclama.
 - (2) Safeguard the reclama to ensure academic security.
 - (3) Research the issue.
- (4) Review the reclama, add comments as appropriate, sign the document, and forward it through the SSGL to the Course Chief.
- d. The Course Chief will review the reclama and related documents, recommend either approval or disapproval, then sign the document.
- e. A response within 72 hours will be provided by the Course Chief and furnished to the student or class, as appropriate.

- 3. **Other Scoring Exceptions.** Reclamas are only one form of scoring exception. The need for other scoring exceptions may be identified during test administration, test scoring, test analysis, or during critiques. The Chief, Test Office may approve scoring exceptions and initiate corrective action using the following criteria:
- a. Verified omissions from lesson presentations (includes not in assigned reading) will normally result in affected questions not being scored.
- b. Variances from school solutions may be granted individually, but only for those students who have supported positions in writing, citing specific references such as technical manuals or field manuals. Variances will not be granted under this paragraph when platform instruction is identified as being at variance with doctrinal publications.
- c. The test item is invalid, inherently flawed, or does not meet TRADOC standards. The following guidelines apply:
- (1) The test item is vague and has more than one correct answer when only one answer is required.
- (2) The test item has been rendered invalid by doctrinal changes, revised publications, or amended classroom instruction.
 - (3) The test item format is incorrect.
- d. When the Chief, Test Office approves a scoring exception, the test item will be stricken from the test. The scores will be computed based on the number of remaining questions. The Chief, Test Office will also initiate grade changes and test item revision procedures, if applicable.

ANNEX D DA FORM 1059, ACADEMIC EVALUATION REPORT

1. **Purpose:** To establish policy and provide an overview of the responsibilities for preparing and submitting DA Form 1059, the Academic Evaluation Reports (AER) for MP ALC.

2. Policy

- a. All reports will be processed IAW AR 623-3 and the MSCoE NCOA SOP.
- (1) Referred Reports. The following types of reports will be referred to students by the reviewing official for acknowledgement and comment. The reviewing official for MP ALC is the Commandant, MSCoE NCOA.
 - (a) Any report with a "NO" response.
 - (b) Any report with an "UNSATISFACTORY" rating.
 - (c) Any report with a "Marginally Achieved Course Standards" response.
 - (d) Any report with a "Failed to Achieve Course Standards" response.
- (2) Any report with comments that, in the opinion of the reviewing official, are so derogatory the report may have an adverse impact on the student's career.
- (3) Any report with and entry of "NO" for height and weight indicating noncompliance with AR 600-9.
- b. The MP ALC student evaluation system is both an objective and subjective process arrived at by examinations, observations, comparisons and analysis. It involves input from SGLs, instructors and the MP ALC chain of command. SGLs have overall responsibility for compiling and reporting the total assessment on the AER. The Course Chief has overall discretion to review the student's packet and consider the "Total Soldier" concept when there is conflict on ratings.
- c. Grading is based on a "GO" / "NO-GO" concept. A "GO" rating indicates the student demonstrated competency in the evaluated skill and met established standard. Every performance evaluation will be documented and SGLs will provide immediate feedback in the form of Strengths/Weaknesses/Needs Improvement.
- d. MP ALC operates on the principle that every student's work is his/her own. Plagiarism in any form will not be tolerated. When a SGL/Instructor suspects that a student's work is the result of plagiarism, they will notify the Chain of Command. The Course Chief will conduct an informal inquiry to gather the facts and determine if the plagiarism is factual. Verified cases of plagiarism will result in the initiation of a Student Status Review and consideration for dismissal from the course. If the SSR is substantiated, the student may receive an "UNSATISFACTORY"

rating in Leadership on their AER.

3. Rating Guidelines

- a. **Block 11** Performance Summary will be completed using the following guidelines.
- (1) **Exceeded Course Standards:** This rating will be limited to no more than 20% of each CMF in the class. To receive this rating students must:
- (a) Have an academic grade point average of 90% or higher and pass all examinations on the first attempt. NOTE: The SGT Michael A. Grieve Leadership Award recipient will automatically be placed on the Commandant's List.
 - (b) Receive a first time "GO" on all performance evaluations.
 - (c) Have no adverse counseling for misconduct/negligent performance.
- (d) Receive superior on at least three ratings in block 12 of the DA Form 1059 (one of which must be item 12c, Leadership Ability).
- (e) Demonstrate the "Total Soldier Concept" and display superior performance throughout the course.
 - (f) Pass the APFA on the initial attempt.
 - (2) **Achieved Course Standards:** To achieve course standards, the students must:
 - (a) Receive a FINAL passing score on all examinations.
 - (b) Receive a FINAL "GO" on all performance evaluations.
 - (c) Receive no more than ONE negative counseling statement.
- (d) Receive at least a SATISFACTORY rating in each evaluated area listed in block 12.
- (3) **Marginally Achieved Course Standards:** To marginally achieve course standards, the students must:
 - (a) Receive a FINAL "NO-GO" on any performance evaluation.
 - (b) Receive TWO or more adverse counseling for misconduct/negligent performance.
 - (c) Receive an UNSATISFACTORY rating in any area listed in block 12.

- (d) Failure to meet current TRADOC/Army regulatory guidance concerning NCOES attendance and passing the body composition standards outlined in AR 600-9.
- (4) **Failed to Achieve Course Standards:** To fail to achieve course standards, the students must:
- (a) Receive a FINAL "NO-GO" on any written examinations. A Student Status Review will be initiated.
- (b) Be relieved from the course for disciplinary reasons or violations of the standards of conduct outlined in this SEP. A Student Status Review will be initiated.
- (c) Receive an UNSATISFACTORY rating in TWO OR MORE areas in block 12. A Student Status Review will be initiated.
 - b. **Block 12 Demonstrated Abilities** will be completed using the following guidelines.
 - (1) Written Communication. Not evaluated.

(2) Oral Communication.

- (a) The SGL uses the "Total Soldier" concept to evaluate oral communication throughout the course. A formal performance evaluation will assess oral communication skills during student led instruction and while issuing an oral operations order. Informal evaluations will be done daily as the student issues orders and directives and communicates with their small group and cadre.
- (b) **SUPERIOR** A student will receive a SUPERIOR rating if they meet all criteria listed:
- (1) Achieve a cumulative average rating of SUPERIOR on all small group presentations conducted throughout the course.
- (2) Achieve a cumulative average rating of SUPERIOR when issuing an oral operations order during field training.
 - (3) Must be able to execute an impromptu or informal oral presentation.
- (4) Receive NO "NO-GO" ratings on any evaluated area conducted throughout the course. Every evaluation requires the student to demonstrate the ability to effectively communicate.
- (5) Receive NO negative performance counseling for using poor oral communication skills.
 - (c) **SATISFACTORY** A student will receive a SATISFACTORY rating if they

meet all criteria listed:

- (1) Achieve a cumulative average rating of SATISFACTORY on all small group presentations conducted throughout the course.
- (2) Achieve a cumulative average rating of SATISFACTORY when issuing an oral operations order during field training.
- (3) Must be able to reasonably execute an impromptu or informal oral presentation.
- (4) Receive a FINAL "GO" rating on any evaluated area conducted throughout the course. Every evaluation requires the student to demonstrate the ability to communicate.
- (5) Receive no more than ONE negative performance counseling for poor oral communication skills.
- (d) **UNSATISFACTORY** A student will receive an UNSATISFACTORY rating if they meet all criteria listed:
- (1) Achieve a cumulative average rating of UNSATISFACTORY on all small group presentations conducted throughout the course.
- (2) Achieve a cumulative average rating of UNSATISFACTORY when issuing an oral operations order during field training.
 - (3) Unable to execute an impromptu or informal oral presentation.
- (4) Receive a FINAL "NO GO" or a "GO" rating after TWO OR MORE attempts on any evaluated area conducted throughout the course. Every evaluation requires the student to demonstrate the ability to communicate
- (5) Receive TWO OR MORE negative performance counseling for poor oral communication skills (i.e. excessive use of profanity, distinctiveness, or voice control).

(3) <u>Leadership Skills.</u>

- (a) The SGL uses the "Total Soldier" concept to evaluate leadership throughout the course. A formal performance evaluation will evaluate the student serving as Squad Leader in a garrison and field leadership position. Informal evaluations will be done daily as the student applies FM 6-22's Core Leader Competencies: Lead, Develop, and Achieve.
- (b) **SUPERIOR** A student will receive a SUPERIOR rating if they meet all criteria listed:

- (1) Expertly display the Core Leader Competencies by demonstrating the ability to lead others, extend their influence beyond the chain of command, lead by example, communicate effectively, create a positive environment, prepare self, develop leaders, and achieve results on a daily basis.
- (2) Achieve a cumulative average rating of SUPERIOR on the garrison leadership position and while leading a squad during a field training mission.
- (3) Must receive a first time "GO" on all performance evaluations. Every evaluation requires the student to demonstrate exceptional leadership competency.
- (4) Receive NO negative performance counseling for misconduct or dereliction of duty performance.
- (c) **SATISFACTORY** A students will receive a SATISFACTORY rating for the following:
- (1) Displays the Core Leader Competencies by demonstrating the ability to lead others, extend their influence beyond the chain of command, lead by example, communicate effectively, create a positive environment, prepare self, develop leaders, and achieve results on a daily basis.
- (2) Achieve a cumulative average rating of SATISFACTORY on the garrison leadership position and while leading a squad during a field training mission.
- (3) Must receive a FINAL "GO" rating while serving in a garrison leadership position and while leading a squad during a field training mission.
- (4) Receives a FINAL "GO" rating on any performance evaluation. Every evaluation requires the student to demonstrate leadership competency.
- (5) Receive no more than ONE negative performance counseling for misconduct or dereliction of duty performance.
- (d) **UNSATISFACTORY** A student will receive an UNSATISFACTORY rating for the following:
- (1) Fails to display the Core Leader Competencies by demonstrating the ability to lead others, extend their influence beyond the chain of command, lead by example, communicate effectively, create a positive environment, prepare self, develop leaders, and achieve results on a daily basis.
- (2) Achieve a cumulative average rating of UNSATISFACTORY on the garrison leadership position and while leading a squad during a field training mission.
 - (3) Receive a FINAL "NO GO" or a "GO" rating after TWO OR MORE attempts

on any evaluated area conducted throughout the course. Every evaluation requires the student to demonstrate leadership competency.

- (4) Receive TWO OR MORE negative performance counseling for misconduct or dereliction of duty performance.
- (5) Fail to meet body fat percentage requirements in accordance with AR 600-9 by the end of the course.

(4) Contribution to Group Work.

- (a) The SGL uses the "Total Soldier" concept to evaluate contribution to group work throughout the course. There is no formal performance evaluation for this area. Informal evaluations will be done daily as the student interacts with all levels of leadership and assists and participates in all squad events.
 - (b) **SUPERIOR** A student will receive a SUPERIOR rating for the following:
- (1) Achieve a cumulative average rating of SUPERIOR based on exceptional interaction with all levels of leadership and participates above and beyond that of fellow classmates.
 - (2) Selflessly contributes and assists peers.
- (3) Consistently and willingly enhances training by sharing knowledge and experience.
 - (4) Receive NO negative performance counseling for poor class participation
- (c) **SATISFACTORY** A student will receive a SATISFACTORY rating for the following:
- (1) Achieve a cumulative average rating of SATISFACTORY based on the ability to interact with all levels of leadership and participate in classroom discussion and squad tasks.
- (2) Receive no more than ONE negative performance counseling for poor class participation (i.e. disruptive behavior or lack of participation).
- (d) **UNSATISFACTORY** A student will receive an UNSATISFACTORY rating for the following:
- (1) Achieve a cumulative average rating of UNSATISFACTORY based on the lack of interaction with all levels of leadership and participation in classroom discussion and squad tasks.

- (2) Fails to participate in classroom discussion and squad tasks. Constantly has to be called upon to participate or provide input.
- (3) Receive TWO OR MORE negative performance counseling for poor class participation (i.e. disruptive behavior or lack of participation).

(5) Research Ability.

- (a) The SGL uses the "Total Soldier" concept to evaluate research ability throughout the course. A formal performance evaluation will be conducted during the written examinations for each CMF and student led instruction. Informal evaluations will be done daily as the student researches material for oral presentations, homework and any additional assignments.
 - (b) **SUPERIOR** A student will receive a SUPERIOR rating for the following:
- (1) Achieve a cumulative average rating of SUPERIOR based a final grade point average, GPA, of 90.00% or higher.
- (2) Receive a first time "GO" on all written examinations and student led instruction.
- (3) Receive NO negative performance counseling for failing an exam, failing to complete reading/homework assignments, and failure to be prepared for student led instruction.
- (c) **SATISFACTORY** A student will receive a SATISFACTORY rating for the following:
- (1) Achieve a cumulative average rating of SATISFACTORY based on a final GPA of 70.00% 89.99%.
- (2) Receive a FINAL "GO" on all written examinations and student led instruction.
- (3) Receive no more than ONE negative performance counseling for failing an exam, failing to complete reading/homework assignments, and failure to be prepared for student led instruction.
- (d) **UNSATISFACTORY** A student may receive an UNSATISFACTORY rating for the following:
- (1) Achieve a cumulative average rating of UNSATISFACTORY rating based on failure to achieve a FINAL "GO" of 70% or better on written examinations. A Student Status review will be initiated.
- (2) Receive TWO OR MORE negative performance counseling for failing an exam, failing to complete reading/homework assignments, and failure to be prepared for student

led instruction. A Student Status Review will be initiated.

4. **Student Disenrollment**. Students disenrolled from the course will receive a DA Form 1059 (AER). The ratings will be as follows:

a. **Block 11.**

- (1) There is no requirement to mark this block for students disenrolled from the course for administrative reasons.
- (2) Students disenrolled from the course for disciplinary or academic reasons will receive "Failed to Achieve Course Standards".

b. **Block 12**.

(1) Evaluation is possible. Ratings will be completed on the areas where performance was evaluated prior to disenrollment.

c. **Block 13.**

(1) This portion of the evaluation strictly addresses the student's academic potential for other schooling/training and only applies to academic disenrollment. A rating of "NO" constitutes a referred report and comments must be specific and fully explained in Block 14. Use "N/A" for administrative disenrollment.

d. Block 14.

- (1) A statement explaining the reason for student's release.
- (2) A statement that Block 12 does not apply to the report, except in cases where comments must support the unsatisfactory ratings in Block 12.
 - (3) Refer to AR 623-1 for further categories of statements for Block 14.

5. Commandant's Inquiry:

- a. The Commandant will make an inquiry when it is brought to their attention that an AER may be illegal, unjust, or otherwise in violation of AR 623-1.
- b. In making such an inquiry, the Commandant will adhere to the procedures outlined in AR 623-3.
- 6. **Academic Report Appeals**: Appeal procedures are outlined in AR 623-3.

ANNEX E

CONVERTED APFT SCORE

- 1. A Converted Army Physical Fitness Assessment will be used in place of the APFT. The assessment however will be used to create student fitness plans, identify ability group runners and the Score will be used in determining the Leadership award recipient. If a student fails the APFA no re-test will be administered, nor will the student receive a "Marginal" DA FM 1059.
- a. The converted Army Physical Fitness Assessment score combined with the requirements listed in Section 7, Awards Programs, will take into consideration the "Total Soldier" concept. Use the following conversion chart to find the appropriate percentage based on the final APFA score of all eligible students.

APFA SCORE	CONVERTED SCORE
300	25
299-295	24.75
294-290	24.50
289-285	24.25
284-280	24
279-275	23.75
274-270	23.50
269-265	23.25
264-260	23
259-255	22.75
254-250	22.50
249-245	22.25
244-240	22
239-235	21.75
234-230	21.50
229-225	21.25
224-220	21

- b. Soldiers with profiles can compete for honors.
- (1) This applies to students with permanent profiles. Temporary profiles resulting from operations in the Global War on Terrorism or any other conflict so identified by Headquarters, Department of the Army also fall into this category. All profiles must be properly documented.
- (2) The conversion chart will not be used if any student competing for honors has a permanent or temporary profile as listed above. The following will be applied to factor in the APFT score: If any eligible student can not take any portion of the APFT, then the Course Chief will waive this portion of requirements for honors.
- 2. The Course Chief has overall discretion for all graduation honors and related matters.